

## CHANDLER CREEK ELEMENTARY

301 Chandler Road  
Greer, South Carolina 29651

**GRADES** K-5 Elementary School

**ENROLLMENT** 753 Students

**PRINCIPAL** Katherine Bayne 864-848-2315

**SUPERINTENDENT** Dr. Phinnize J. Fisher 864-241-3456

**BOARD CHAIR** Tommie Reece 864-271-3619

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 14        | 61   | 8       | 1             | 0              |

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

|             | <b>Absolute Rating</b> | <b>Improvement Rating</b> | <b>Adequate Yearly Progress</b> |
|-------------|------------------------|---------------------------|---------------------------------|
| <b>2001</b> | Average                | Unsatisfactory            | N/A                             |
| <b>2002</b> | Average                | Below Average             | N/A                             |
| <b>2003</b> | Good                   | Unsatisfactory            | No                              |
| <b>2004</b> | Good                   | Unsatisfactory            | Yes                             |

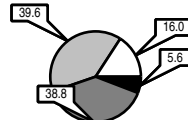
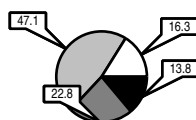
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

58.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms****Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

**Proficient**

Well prepared to work at next grade level; met expectations

**Basic**

Met standards; minimally prepared, can go to next grade level

**Below Basic**

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

|  | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced (adj.)</i> | <i>Performance<br/>Objective Met</i> | <i>Participation<br/>Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| <b>English/Language Arts - State Performance Objective = 17.6%</b> |   |                 |                      |                |                     |                   |   |                                      |  |
| All Students   | 393   | 99.5            | 20.7                 | 38.1           | 35.6                | 5.6               | 51.5  | Yes                                  | Yes                                    |
| <b>Gender</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Male   | 216   | 99.5            | 23.1                 | 43.7           | 30.2                | 3.0               | 44.2  |                                      |  |
| Female   | 177   | 99.4            | 17.7                 | 31.0           | 42.4                | 8.9               | 60.8  |                                      |  |
| <b>Racial/Ethnic Group</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| White  | 273   | 99.3            | 14.1                 | 39.8           | 38.7                | 7.4               | 58.2  | Yes                                  | Yes                                    |
| African-American   | 80  | 100.0           | 38.6                 | 35.7           | 25.7                | 0.0               | 32.9  | Yes                                  | Yes                                    |
| Asian/Pacific Islanders  | 5   | I/S             | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| Hispanic   | 33  | 100.0           | 40.0                 | 28.0           | 28.0                | 4.0               | 36.0  | I/S                                  | I/S                                    |
| American Indian/Alaskan  | 2   | I/S             | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| <b>Disability Status</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Not disabled   | 313   | 100.0           | 13.3                 | 38.5           | 41.3                | 7.0               | 58.7  |                                      |  |
| Disabled   | 80  | 97.5            | 50.7                 | 36.6           | 12.7                | 0.0               | 22.5  | Yes                                  | Yes                                    |
| <b>Migrant Status</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Migrant  | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   |                                      |  |
| Non-migrant  | 393   | 99.5            | 20.7                 | 38.1           | 35.6                | 5.6               | 51.5  |                                      |  |
| <b>English Proficiency</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Limited English Proficient   | 9   | I/S             | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| Non-Limited English Proficient                                     | 384   | 99.5            | 20.0                 | 38.3           | 36.0                | 5.7               | 52.3  |                                      |  |
| <b>Socio-Economic Status</b>                                       |   |                 |                      |                |                     |                   |   |                                      |  |
| Subsidized meals   | 166   | 99.4            | 29.6                 | 41.5           | 27.5                | 1.4               | 36.6  | Yes                                  | Yes                                    |
| Full-pay meals   | 227   | 99.6            | 14.9                 | 35.8           | 40.9                | 8.4               | 61.4  |                                      |  |

|  |     |       |      |      |      |      |      |     |     |
|--|-----|-------|------|------|------|------|------|-----|-----|
| <b>Mathematics - State Performance Objective = 15.5%</b> |     |       |      |      |      |      |      |     |     |
| All Students   | 393 | 99.8  | 20.9 | 48.3 | 18.7 | 12.0 | 47.8 | Yes | Yes |
| <b>Gender</b>  |     |       |      |      |      |      |      |     |     |
| Male   | 216 | 100.0 | 23.0 | 48.5 | 17.0 | 11.5 | 47.5 |     |     |
| Female   | 177 | 99.4  | 18.4 | 48.1 | 20.9 | 12.7 | 48.1 |     |     |
| <b>Racial/Ethnic Group</b>                               |     |       |      |      |      |      |      |     |     |
| White  | 273 | 99.6  | 16.0 | 48.2 | 21.0 | 14.8 | 53.7 | Yes | Yes |
| African-American   | 80  | 100.0 | 37.1 | 52.9 | 7.1  | 2.9  | 28.6 | Yes | Yes |
| Asian/Pacific Islander                                   | 5   | I/S   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| Hispanic   | 33  | 100.0 | 28.0 | 40.0 | 28.0 | 4.0  | 40.0 | I/S | I/S |
| American Indian/Alaskan                                  | 2   | I/S   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| <b>Disability Status</b>                                 |     |       |      |      |      |      |      |     |     |
| Not disabled   | 313 | 100.0 | 14.7 | 48.3 | 22.7 | 14.3 | 55.2 |     |     |
| Disabled   | 80  | 98.8  | 45.8 | 48.6 | 2.8  | 2.8  | 18.1 | Yes | Yes |
| <b>Migrant Status</b>                                    |     |       |      |      |      |      |      |     |     |
| Migrant  | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |     |     |
| Non-migrant  | 393 | 99.8  | 20.9 | 48.3 | 18.7 | 12.0 | 47.8 |     |     |
| <b>English Proficiency</b>                               |     |       |      |      |      |      |      |     |     |
| Limited English Proficient                               | 9   | I/S   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| Non-Limited English Proficient                           | 384 | 99.7  | 21.4 | 47.6 | 18.8 | 12.3 | 47.9 |     |     |
| <b>Socio-Economic Status</b>                             |     |       |      |      |      |      |      |     |     |
| Subsidized meals   | 166 | 99.4  | 30.3 | 50.0 | 16.2 | 3.5  | 38.7 | Yes | Yes |
| Full-pay meals   | 227 | 100.0 | 14.8 | 47.2 | 20.4 | 17.6 | 53.7 |     |     |

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

|                              |                | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced</i> |
|------------------------------|----------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| <b>English/Language Arts</b> |                |   |                 |                      |                |                     |                   |                                      |
| <b>2003</b>                  | <b>Grade 3</b> | 105   | 100.0           | 14.7                 | 25.3           | 51.6                | 8.4               | 60.0                                 |
|                              | <b>Grade 4</b> | 117   | 100.0           | 36.8                 | 42.5           | 20.8                | N/A               | 20.8                                 |
|                              | <b>Grade 5</b> | 115   | 100.0           | 31.7                 | 52.9           | 15.4                | N/A               | 15.4                                 |
|                              | <b>Grade 6</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 7</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 8</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| <b>2004</b>                  | <b>Grade 3</b> | 145   | 100.0           | 15.4                 | 29.4           | 43.4                | 11.8              | 55.1                                 |
|                              | <b>Grade 4</b> | 115   | 100.0           | 17.3                 | 42.7           | 37.3                | 2.7               | 40.0                                 |
|                              | <b>Grade 5</b> | 133   | 98.5            | 32.5                 | 45.2           | 21.4                | 0.8               | 22.2                                 |
|                              | <b>Grade 6</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 7</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 8</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| <b>Mathematics</b>           |                |   |                 |                      |                |                     |                   |                                      |
| <b>2003</b>                  | <b>Grade 3</b> | 105   | 100.0           | 9.5                  | 38.9           | 32.6                | 18.9              | 51.6                                 |
|                              | <b>Grade 4</b> | 117   | 100.0           | 32.1                 | 38.7           | 20.8                | 8.5               | 29.2                                 |
|                              | <b>Grade 5</b> | 115   | 100.0           | 23.1                 | 49.0           | 25.0                | 2.9               | 27.9                                 |
|                              | <b>Grade 6</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 7</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 8</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| <b>2004</b>                  | <b>Grade 3</b> | 145   | 100.0           | 11.8                 | 53.7           | 22.1                | 12.5              | 34.6                                 |
|                              | <b>Grade 4</b> | 115   | 100.0           | 20.9                 | 49.1           | 17.3                | 12.7              | 30.0                                 |
|                              | <b>Grade 5</b> | 133   | 99.3            | 33.1                 | 40.9           | 16.5                | 9.4               | 26.0                                 |
|                              | <b>Grade 6</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 7</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 8</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

|   | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------|-----------------------|--|--------------------------|
| Students (n= 753)   |            |                       |  |                          |
| First graders who attended full-day kindergarten                                | 100.0%     | N/C                   | 100.0%                                     | 100.0%                   |
| Retention rate  | 4.3%       | Down from 6.3%        | 2.4%                                       | 2.7%                     |
| Attendance rate   | 96.7%      | Up from 96.5%         | 96.5%                                      | 96.4%                    |
| Students with disabilities other than speech taking PACT (ELA) off grade level  | 3.1%       |                       | 2.9%                                       | 4.6%                     |
| Students with disabilities other than speech taking PACT (Math) off grade level | 2.6%       |                       | 2.6%                                       | 3.5%                     |
| Eligible for gifted and talented  | 15.9%      | Up from 15.7%         | 20.3%                                      | 13.5%                    |
| On academic plans   | N/AV       | N/AV                  | N/A  | N/AV                     |
| On academic probation   | N/AV       | N/AV                  | N/A  | N/AV                     |
| With disabilities other than speech   | 12.3%      | Up from 11.4%         | 7.6%                                       | 8.2%                     |
| Older than usual for grade  | 1.3%       | Down from 1.7%        | 0.6%                                       | 0.9%                     |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses      | 0.0%       | No change             | 0.0%                                       | 0.0%                     |

|   |           |                     |           |           |
|---|-----------|---------------------|-----------|-----------|
| Teachers (n= 46)                                    |           |                     |           |           |
| Teachers with advanced degrees                      | 37.0%     | Up from 31.3%       | 54.2%     | 51.4%     |
| Continuing contract teachers                        | 82.6%     | Up from 68.8%       | 90.3%     | 87.5%     |
| Highly qualified teachers**                         | 93.3%     | N/A                 | 95.2%     | 95.0%     |
| Teachers with emergency or provisional certificates | 2.8%      |                     | 0.0%      | 0.0%      |
| Teachers returning from previous year               | 81.6%     | Up from 79.7%       | 89.0%     | 86.7%     |
| Teacher attendance rate                             | 95.4%     | Down from 98.9%     | 95.0%     | 94.9%     |
| Average teacher salary                              | \$37,027  | Up 3.6%             | \$41,673  | \$40,760  |
| Prof. development days/teacher                      | 18.9 days | Down from 20.7 days | 11.5 days | 12.4 days |

|   |           |                   |           |           |
|---|-----------|-------------------|-----------|-----------|
| School  |           |                   |           |           |
| Principal's years at school                   | 5.0       | Up from 4.0       | 5.0       | 4.0       |
| Student-teacher ratio in core subjects        | 20.1 to 1 | Up from 18.3 to 1 | 19.9 to 1 | 18.9 to 1 |
| Prime instructional time                      | 91.1%     | Down from 94.8%   | 90.4%     | 90.0%     |
| Dollars spent per pupil*                      | \$4,912   | Up 1.8%           | \$5,687   | \$6,044   |
| Percent of expenditures for teacher salaries* | 66.1%     | Down from 66.5%   | 66.0%     | 65.9%     |
| Opportunities in the arts                     | Good      | No change         | Good      | Good      |
| Parents attending conferences                 | 99.0%     | Up from 97.5%     | 99.0%     | 99.0%     |
| SACS accreditation                            | Yes       | No change         | Yes       | Yes       |
| Character development program                 | Excellent | N/A               | Good      | Good      |

\* Prior year audited financial data are reported.

|   | Our District    | State               |
|---|-----------------|---------------------|
| Highly qualified teachers in low poverty schools**  | 93.2%           | 92.0%               |
| Highly qualified teachers in high poverty schools** | 93.7%           | 91.1%               |
|   | State Objective | Met State Objective |
| Highly qualified teachers in this school**          | 65.0%           | Yes                 |
| Student attendance in this school                   | 95.3%           | Yes                 |

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2003-2004 school year was an outstanding year for Chandler Creek Elementary School. We continue to have high expectations for academic achievement as well as high behavioral standards for all students. The mission of Chandler Creek is to promote life-long learning through quality education in a safe, stable environment, developing responsible citizens who exhibit core values.

Chandler Creek has been recognized for their achievements and accomplishments on the national, state and local levels. We received the prestigious Red Carpet Award for recognizing that parental involvement is one of the greatest contributors to student success. An outstanding friendly environment where parents and community members are actively involved in the decision-making is evident at Chandler Creek. We have received EIA, Alliance, and School-to-Work Grants that total over \$7,000 for the 2003-2004 school year. We completed our second year of the 21st Century Community Learning Centers Grant that provided an extended-day program to assist students in reaching their academic potential. This grant also afforded us an on-site full-time Mental Health person. The teaching talent, student motivation and enthusiasm, and parent involvement are impressive!

We know Chandler Creek is one of the most extraordinary learning communities in Greenville County. We are at candidate status for becoming an International Baccalaureate Primary Years Program. The elementary IB Program is a rigorous course of study centered around six essential units: Who are we? Where are we in place and time? How do we organize ourselves? and Sharing the Planet. Each of these units is directly correlated with the subject disciplines students study on a daily basis. In addition to these units, elementary International Baccalaureate students are expected to exhibit the following character traits: Inquirers, Thinkers, Communicators, Risk-takers, Knowledgeable, Reflective, Well-Balanced, Open-Minded, Caring and Principled. All students receive instruction in Spanish.

We believe in educating the total child and strive to provide a variety of extra curricular activities. Opportunities are provided for students to participate in the following clubs: Mileage Club, Junior Beta Club, Art Club, Chorus, and Chess Club. Focusing on communication and expression, we have a daily student-produced morning news show that highlights student achievements and encapsulates the daily happenings at the school. The weather is reported in English and Spanish. Wee Deliver is a school-based mail system that allows all students to practice the art of letter writing daily. A yearly Talent Show allows an opportunity for students to perform and share their talent and encourages the building of self-esteem.

While our school is only five years old, our accomplishments are admirable and we know our work for excellence is not over. We have established a reputation of providing a safe learning environment and an outstanding academic program. We will continue to build on that reputation while we provide students with the necessary skills to be successful academically, socially and emotionally.

Tina Sanders, SIC Chair  
Katherine Bayne, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

|   | <b>Teachers</b> | <b>Students*</b> | <b>Parents*</b> |
|---|-----------------|------------------|-----------------|
| <b>Number of surveys returned</b>                             | 48              | 123              | 77              |
| <b>Percent satisfied with learning environment</b>            | 91.5%           | 80.5%            | 79.7%           |
| <b>Percent satisfied with social and physical environment</b> | 93.6%           | 73.8%            | 82.7%           |
| <b>Percent satisfied with home-school relations</b>           | 85.1%           | 81.7%            | 71.2%           |

\*Only students at the highest elementary school grade level at this school and their parents were included.